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ABSTRACT

This document is designed to assist physical education teachers in addressing deficiencies found in Michigan students when they were tested on physical education performance objectives. The objectives included are: (1) locomotion--run, hop, skip; (2) body projection--horizontal and vertical jump; (3) rhythm--move to an even beat; (4) object projection--overhand throw, forehand strike; (5) object reception--catch, bounce; (6) body awareness--directions in space; (7) body control--dynamic balance; (8) posture--lifting/lowering; (9) flexibility--hip/trunk; (10) strength--abdominal, arm-shoulder; and (11) endurance--cardiorespiratory. Support materials for each performance objective are divided into four sections: (1) test item and performance standard; (2) procedures that should be followed in planning and implementing physical education instruction for any student; (3) organizational strategies to assist in maximizing student interest; and (4) suggested activities for each objective, presented in the form of an activity chart indicating the appropriate grade level for each activity. (JD)

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INSTRUCTIONAL IMPROVEMENT MATERIALS FOR

PHYSICAL EDUCATION
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PHYSICAL EDUCATION
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PHYSICAL EDUCATION

SP 025 078

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FOREWORD

In the Fall of 1981, over 2,200 Michigan students in the 4th, 7th, and 10th grades took part in a statewide assessment of the physical education objectives. Seventeen of the psychomotor performance objectives were selected by the Michigan Department of Education to be sampled. The tests were administered to both general education students (1,500+) and special education students (700+).

An interpretation of the test results were prepared by physical educators representing both general education and special education from the Michigan Association for Health, Physical Education, Recreation and Dance, in cooperation with staff from the Michigan Department of Education.

As the physical education assessment was administered on a sampling basis only, it is important that schools conduct their own evaluation of student development and program needs. The test items and teacher training film are available for educators interested in a local needs assessment.

This document identifies support activities for the objectives tested. The support document will assist both general education and special education teachers in providing an effective delivery system.

Phillip E. Runkel
Superintendent of Public Instruction

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INTRODUCTION

This document is designed to assist educators working with both regular and special education students in selecting and implementing instructional activities designed to remediate deficits in performance identified by the MEAP physical education assessment items. This document was prepared by educators representing the Michigan Association for Health, Physical Education, Recreation, and Dance (MAHPERD) and the Michigan Association for Administrators of Special Education (MAASE) in cooperation with staff from the Michigan Department of Education (MDE).

In 1981, seventeen physical education test items were included in the Michigan Educational Assessment Program (MEAP) that was administered to a random sample of 2200 Michigan 4th, 7th, and 10th grade students. The results of this State assessment were summarized in the 1981-82 Physical Education Interpretive Report which is available from the Michigan Department of Education. This document is designed to assist educators in addressing the 17 physical education performance objectives for which there are already valid test items developed. The 17 performance objectives included are:

LOCOMOTION: Run, Hop, Skip;
BODY PROJECTION: Horizontal Jump, Vertical Jump;
RHYTHM: Move to an even beat;
OBJECT PROJECTION: Overhand Throw, Forehand Strike;
OBJECT RECEPTION: Catch, Bounce;
BODY AWARENESS: Directions in Space;
BODY CONTROL: Dynamic Balance;
POSTURE: Lifting/Lowering;
FLEXIBILITY: Hip/Trunk;
STRENGTH: Abdominal, Arm-Shoulder;
ENDURANCE: Cardio-Respiratory

Document Organization

This document has been organized by performance objective to assist teachers in readily finding the support material they need to assist their students. The materials in this document were designed for ALL students (regular and special education) appropriately placed in the mainstream physical education setting. However, each student's unique physical, social, and learning needs should always be considered when selecting instructional activities so that some level of success will be experienced by the student.

The support materials for each performance objective have been divided into four sections: Test Item and Performance Standards, Overall Considerations, Organizational Strategies, and Suggested Activities. The content discussed in each of these sections is outlined briefly in the following paragraphs.

Test Item and Performance Standards are presented to familiarize teachers with how the performance on the objective is measured and to

highlight the performance standards so that they can be readily referred to as teachers select and plan instructional activities.

Overall Considerations are provided for each performance objective as general reminders. These are procedures that should be followed in planning and implementing physical education instruction for any student. While these considerations are fairly comprehensive each teacher should still use their own common sense when selecting activities to meet the unique needs of different students. This is especially appropriate when working with students who have special medical problems such as obesity, asthma, and cerebral palsy.

Organizational Strategies are provided for each objective to assist the teacher in maximizing student interest, "on task" time, safety, and utilization of equipment and facilities. Teachers should always consider the strengths and weaknesses of various formations (circle, scatter, stations, teams/squads, and semi-circle) when selecting instructional games and activities.

Finally, Suggested Activities are provided for each objective in the form of an Activity Chart. These lists of activities are provided to give teachers some initial activities to begin working on for each of the performance objectives. Teachers are encouraged to expand these lists with activities of their own. For each activity presented a source is provided where the teacher can obtain more detailed information on how to organize and implement the activity. Each activity has also been coded by grade and educational classification to assist teachers in selecting appropriate activities for their students. These suggestions should be viewed as guidelines only.

A glossary of terms has been provided at the back of this document to clarify the meaning of any of the terms used in this document. Teachers should familiarize themselves with these terms so that they do not misinterpret the content in this document.

FUNDAMENTAL MOTOR SKILLS

Locomotor Skills

OBJECTIVE 2.1: HOP

GRADE 4 TEST ITEM 13:

Given a verbal request and a demonstration, the student will hop 8 out of 10 times on the right foot, and then on the left foot, in the following manner:

1. Carriage of non-support leg near the midline.
2. Thrust of non-support leg to the rear on each hop.
3. Arms flexed and used primarily for balance.
4. Flowing movement (not mechanical or awkward).

GRADE 7 TEST ITEM 13:

Given a verbal request and demonstration, the student will maintain the Grade 4 pattern and hop at least 8 out of 10 beats in time to a fast, even beat on the right foot, and then on the left foot.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., foot deformity).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity.

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity (i.e., match footwear to activity).

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., hopscotch).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., hopping requires strength to push off with one foot).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/ gymnasium area, rather than remaining in a stationary position.

2. Students should be in a scatter position.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
HOP			
1. Hop in place at own pace.	27	4-6	4-6
2. Hop in place while holding one foot with either hand.	8	2-6	2-6
3. Hop in place to slow, moderate and fast accompaniment (drum).	8, 11, 27	2-6	2-6
4. Hop in place, holding position with weight on one foot for varying lengths of time	8, 11, 27	2-6	2-6
5. Hop and run	8, 11, 27	3-6	3-6
6. Hop forward three times; backward two times (change number)	8, 11, 27	3-6	3-6
7. Hop as high as possible; as low as possible	8, 11, 27	3-6	3-6
8. Hop with a partner	8, 11, 27	2-6	2-6
9. Imagery, i.e., hopping as if you had one leg	23	K-4	K-6
10. Dances:			
"Seven Jumps"	23	4-7	4-7
"Crested Hen"		4	4-6
"Clap and Trap"	27	4	4-6
"Csebogar"		5	5-6
"Bamboo Hop, Tinikling"	24	5-7	

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
11. Other activities (leisure time)	5, 7, 11		
Hopscotch		2-7	2-7
Follow the Leader		2-7	2-7
May I?		2-7	2-7

FUNDAMENTAL MOTOR SKILLS

Locomotor Skills

OBJECTIVE 3.1: HORIZONTAL JUMP

GRADE 4 TEST ITEM 3

Given a verbal request and a demonstration, the student will jump horizontally 2 out of 3 times demonstrating the following performance standards:

1. Preparatory movement: arms reach a full extension behind the body at approximately the same time that the knees reach maximum flexion of 90 degree angle (+ or - 10°).
2. A forceful, forward, upward thrust of both arms and a full extension of the legs at takeoff.
3. Takeoff angle of 55° (+ or - 5°).
4. Simultaneous foot contact at landing ahead of the body's center of mass (point midway to back, behind navel).
5. Thighs near parallel to the floor at touch-down.
6. Arms extended forward during the landing.
7. Flowing movement (not mechanical or awkward).

GRADE 7 TEST ITEM 3

Given a verbal request, a demonstration, and a trial jump, the student will maintain a Grade 4 pattern and jump horizontally 2 out of 3 times, a distance equal to at least 2/3 of her/his standing body heights.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity (i.e., provide mats).

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity.

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., jumping over lines or cracks in sidewalk).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., jump off of a six inch height).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/gymnasium area, rather than remaining in a stationary position.

2. The size of the room will determine whether students will be in a scatter or more formal position. If the area is large (gymnasium), scattering of students would be preferable with students marking their own starting and finish position with chalk. In a confined area, relay lines would be appropriate.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
HORIZONTAL JUMP			
1. Jump in place with emphasis on height.	8, 27	2-6	2-6
2. Jump forward using imaginary distance.	8, 27	2-6	2-6
3. Jump only a foot or two using the arms to push forward.	8, 27	3-6	3-6
4. Jump over a rope or chalk mark placed on the floor/ground (at a distance that can easily be reached by most children).	8, 27	3-6	3-6

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
5. Jump for distance by increasing the distance of a rope that is placed on the floor/ground.	8, 27	3-6	3-8
6. Dances:			
"Bunny Hop"	23	2-6	2-6
"Hitchhiker"	15	4-6	4-6
"Jolly is the Miller"	23	2-4	2-5
7. Imagery:			
Jumping over imaginary obstacle	26	4-6	4-8
8. Outside leisure activities			
Jumping puddles		2-6	2-6
Jumping contest with playmates		2-6	2-6

FUNDAMENTAL MOTOR SKILLS

Locomotor Skills

OBJECTIVE 5.1: RUN

GRADE 4 TEST ITEM 17:

Given a verbal request, a demonstration, and a trial run, the student will run 50 yards with 2 turns in 15 seconds, or less, while completing at least half of the run demonstrating the following performance standards:

1. Knee of non-supporting leg bent at least 90° (from side view).
2. Consistent period of non-support.
3. Foot placement near or on line (inside edge of foot touching an imaginary 5" wide line).
4. Heel-toe, and/or, toe-heel-toe placement (not flat-footed).
5. Arms in direct opposition to legs with elbow bent.
6. Arms do not cross midline.
7. Flowing movement (not mechanical or awkward).

GRADE 7 TEST ITEM 17:

Given a verbal request, a demonstration, and a trial run, the student will maintain a Grade 4 pattern and run 100 yards demonstrating the following performance standards:

1. 16 seconds with 1 turn.
2. 40 seconds with 4 turns.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity (i.e., adequate space to start and stop).

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity (i.e., appropriate footwear).

8. Encourage and identify activities for leisure time that will utilize the skill.

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., walk independently).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/ gymnasium area, rather than remaining in a stationary position.

2. Teacher must establish path in which students will move (counter-clockwise, clockwise or scatter). This depends on space, age and experience of students.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
RUN			
1. Run in place, then move, increasing speed	8, 27	2-6	2-6
2. Run forward; backward; on a curve	8, 27	3-6	4-6
3. Move in slow motion, lifting the knees in exaggerated fashion	8, 27	3-6	4-6
4. Run lightly; heavily	8, 27	2-6	2-6
5. Run around objects placed around the room/yard	8, 27	2-6	2-6
6. Run and stop on signal	8, 27	2-6	2-6
7. Run in relay formation	8, 27	4-6	4-6

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
8. Imagery:			
Tired	4, 23	3-6	3-6
Racing	23	3-6	3-6
9. Dances:			
"The Wheat"	23	2-6	2-6
"Turn Around Me"	23	4-6	4-6
"Troika"	23	5-6	5-6
"Hora Aggadati"	17	5-6	5-6
10. Leisure time Activities			
Jogging		2-12	2-12
Racing		4-12	4-12

FUNDAMENTAL MOTOR SKILLS

Locomotor Skills

OBJECTIVE 6.1: SKIP

GRADE 4 TEST ITEM 6:

Given a verbal request and a demonstration, the student will skip 8 out of 10 times in the following manner:

1. Repeat the step and hop pattern on alternate feet.
2. A period of non-support with each step-hop.
3. Flowing movement (not mechanical or jerky).

GRADE 7 TEST ITEM 6:

Given a verbal request and a demonstration, the student will maintain a Grade 4 pattern and skip 8 out of 10 times to a fast, uneven beat.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or consideration of students (review all medical information available).
2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.
3. Facility and equipment should be appropriate for the activity (i.e., adequate space to start and stop).
4. Students should have basic awareness of body parts and actions, directions and terminology used.
5. Establish appropriate safety rules and procedures for the activities.
6. Provide students with adequate warm-up prior to the activity.
7. Instruct students to wear appropriate attire for the activity (i.e., appropriate footwear).
8. Encourage and identify activities for leisure time that will utilize the skill (i.e., skipping rope).
9. Make sure the majority of the students can perform whatever pre-requisite skill is required (i.e., hop independently).
10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/ gymnasium area, rather than remaining in a stationary position.

2. Teacher must establish path in which students will move (counter-clockwise, clockwise or scatter). This depends on space and age and experience of students.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
SKIP			
1. Take slow step-hops in place to the beat of a drum. Start at a slow tempo and then increase.	8, 27	3-6	3-6
2. Have children take walking steps with the right foot and step-hop with the left foot. Then review the procedure, performing step-hops with the right foot and the walking steps with the left foot.	8, 27	3-6	3-6
3. Have children take 3 step-hops with right foot and 3 step-hops with left foot; then increase.	8, 27	3-6	3-6
4. Take 8 skipping steps clockwise and 8 counter clockwise; alternate.	8, 27	3-6	3-6
5. Skip high; skip low; lightly; heavily.	8, 27	2-6	2-6
6. Skip with a partner.	8, 27	2-6	2-6

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
7. Skipping relays.	8, 27	3-6	3-6
8. Skip while turning right, then left; continuously;	8, 27	3-6	3-6
9. Imagery: Like a puppet on a string.	23	3-6	3-6
10. Dances			
"LaRaspa"	6	2-4	2-6
"Hop Annika"	23	2-4	2-6
"The Wheat"	23		

FUNDAMENTAL MOTOR SKILLS

Locomotor Skills

OBJECTIVE 8.1: VERTICAL JUMP

GRADE 4 TEST ITEM 5:

Given a verbal request and a demonstration, the student will jump vertically 2 out of 3 times in the following manner:

1. A preparatory movement: Arms reach a full extension behind the body at approximately the same time that the knees reach maximum flexion of 90° (+ or - 10°).
2. A forceful upward thrust of both arms coordinated with full extension of legs at takeoff.
3. Balanced landing incorporating a trunk and knee flexion.
4. Little horizontal displacement at landing (at least one foot landing within a 2 foot circle drawn around the takeoff spot).
5. Flowing movement (not mechanical or awkward).

GRADE 7 TEST ITEM 5:

Given a verbal request, a demonstration and a trial jump, the student will maintain a Grade 4 pattern and, from a standing position, jump 2 out of 3 times to a height of at least 10" above the student's maximum reach (measured with feet together, standing on the toes, with one arm extended above the head).

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity.

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity.

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., rope jumping).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., jump off of a six inch height).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to children. This may mean moving around the room/gymnasium area, rather than remaining in a stationary position.

2. Children should be in a scatter position.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
VERTICAL JUMP			
1. Jump in place with an emphasis on height	8, 27	2-6	4-6
2. Jump and reach for the ceiling	8, 27	4-6	4-6
3. Jump and turn on every jump	8, 27	4-6	4-6
4. Jump over a partner; with a partner	8, 27	4-6	4-6
5. Imagery, i.e.,			
Jumping for joy	23	2-4	X
Volleying a ball over net		4-6	X
Jumping rope		3-7	X
Rebounding		4-7	X
6. Dances			
Jump Jim Jo	23	2-4	2-4
Tarantella	23	4-7	4-7
Ibo	6		

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
7. Other activities (leisure time)	5, 7, 11		
Long jump rope	27	4-7	X
Jump to reach tree limbs		3-7	X
Keep Away		4-7	X

FUNDAMENTAL MOTOR SKILLS

Locomotor Skills

OBJECTIVE 9.1: MOVEMENT IN RESPONSE TO AN EVEN BEAT

GRADE 4 TEST ITEM 11:

Given a verbal request, a demonstration, and 16 loud, slow, even "drum" beats, the student will demonstrate the ability to walk in time for 8 out of 16 consecutive beats.

GRADE 7 TEST ITEM 11:

Given a verbal request, a demonstration, and 16 loud, moderate tempo, even "drum" beats, the student will demonstrate the ability to walk in time for 8 out of 16 consecutive beats.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., normal hearing).
2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.
3. Facility and equipment should be appropriate for the activity.
4. Students should have basic awareness of body parts and actions, directions and terminology used.
5. Establish appropriate safety rules and procedures for the activities.
6. Provide students with adequate warm-up prior to the activity.
7. Instruct students to wear appropriate attire for the activity (i.e., appropriate footwear).
8. Encourage and identify activities for leisure time that will utilize the skill (i.e., handclapping games).
9. Make sure the majority of the students can perform whatever pre-requisite skill is required (i.e., listening and identify a beat).
10. Students should be aware of their personal space in relation to others.
11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should have available records, record player, drum and beater or other accompaniment to be used.

2. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/gymnasium area, rather than remaining in a stationary position.

3. Students should be in scatter position moving in direction set by the teacher (counter-clockwise, clockwise, scatter).

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
MOVEMENT IN RESPONSE TO AN EVEN BEAT			
1. Have children listen while you clap a measure of 4/4 time. Have children clap same rhythm as soon as you have finished clapping (echo).	8, 27	K-6	K-6
2. Have children tap their feet to a measure of *4/4 meter.	8, 27	K-6	K-6
3. Have children move head, shoulders, hands in the air, etc., to even beat.	8, 27	K-6	K-6
4. Use a march record and have children step on every beat after tapping their feet or clapping hands.	8, 27	2-6	2-6
5. Jump rope to an even beat of 2/4 or *4/4 music/drum, etc.	4, 8, 27	3-6	3-6
6. Bounce balls to an even beat.	8, 27	3-6	3-6

*4/4 means 4 equal beats with an emphasis on the first beat.

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
7. Imagery: Walking like. . .but still to the beat of drum or music	4	2-6	2-6
8. Leisure time activities "Patty-cake, Patty-cake" and intricate variations	23	2-6	2-6

FUNDAMENTAL MOTOR SKILLS

Object Control Skills

OBJECTIVE 1.1: BALL BOUNCE

GRADE 4 TEST ITEM 12:

Given a verbal request and a demonstration, the student will bounce a 8-10" playground ball 10 consecutive bounces without a miss, in 2 out of 3 trials of 15 bounces, with the dominant hand while moving forward at least 20 feet and demonstrating the following performance standards:

1. Hand contact with the ball at hip height.
2. Contact the ball with the fingers (not a slap).
3. Ball contacts floor in front of, or slightly outside of, the foot on the side of the arm bouncing the ball.
4. Flowing movement (not mechanical or awkward).

GRADE 7 TEST ITEM 12:

Given a verbal request, a demonstration, and a practice trial the student will maintain a Grade 4 pattern and bounce a basketball around a specified obstacle course, 2 out of 3 times, while demonstrating the following performance standards:

1. Moderate speed.
2. Maintain control of the ball.
3. Change to outside hand on each turn.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity (i.e, match the equipment to the students' abilities, for example, match size and weight of objects to bounce to the students' abilities/hand size/strength).

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity (i.e., appropriate footwear).

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., ball bouncing activity).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., ability to drop and catch the ball).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/gymnasium area, rather than remaining in a stationary position.

2. Consider teachers position in relation to students so as to maximize students' ability to see and hear frequent skill demonstrations.

3. Provide assistance as necessary. Fade from total assistance to independence gradually as appropriate.

4. Space students so that the activity can be performed safely in relation to other students, equipment, walls.

5. Utilize instructional cues to facilitate teaching i.e., footprints or tape lines to direct students around obstacles, chalkline or tape on wall to indicate hip height for bouncing.

6. Set up activity to allow for maximum number of students participating in activity at one time.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
1. Have student practice skill action without equipment.		1-2	

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
2. Use larger/lighter weight (easier to bounce) balls for students at lower skill levels i.e. playground balls. Progress to heavier or smaller balls as improvement is seen i.e., basketballs.		1-6	2-12
3. Have student drop ball/watch bounce/catch it.		1-2	2-6
4. Bounce with two hands if necessary at first/improve to one hand bounce.		1-2	2-6
5. Balloon Bouncing.		1-2	2-6
6. Have student bounce ball in circle on floor beside/in front of him/her.		1-2	2-6
7. To teach bouncing in one spot, have student stand inside hoop to bounce ball.		1-2	2-6
8. Bounce, clap, bounce		1-4	2-6
9. Bounce, turn around, catch ball		1-4	2-8
10. Bounce ball to music		1-4	2-8
11. Initiate bouncing around obstacles after Grade 4 pattern is achieved. Gradually increase difficulty/number of obstacles.		4-6	4-12
12. Bounce Ball Relay (I CAN GAME).	29	1-4	2-8
13. 1 - 2 - 3 Oh Larry	29	4-8	4-12
14. Basketball			

FUNDAMENTAL MOTOR SKILLS

Object Control Skills

OBJECTIVE 2.1: CATCH

GRADE 4 TEST ITEM 2:

Given a verbal request, a demonstration, a practice trial, and a softball tossed softly to the student (between head and chest height), from a distance of 20 feet and with an arc of between 6 and 10 feet from the floor, the student will catch the fall, 2 out of 3 times while demonstrating the following performance standards:

1. Preparatory position with hands in front of the body, elbows flexed and near the sides.
2. Arms move forward to meet the ball.
3. Hands only secure the ball.
4. Arms retract to absorb the force of the ball.
5. Flowing movement (not mechanical or awkward).

GRADE 7 TEST ITEM 2:

Given a verbal request, a demonstration, a practice trial, and a softball thrown between 20 and 30 feet high, from a distance of at least 45 feet to a point within 10 feet of the student's initial position, the student will move into position on cue from the ball's flight path and catch the softball, while maintaining a Grade 4 pattern, 2 out of 3 times.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity (i.e., match the equipment to the students' abilities, for example, match size and the weight of objects to catch to the students' abilities/hand size).

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity.

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., playing catch off a wall).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., focusing and two-hand grasp).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/gymnasium area, rather than remaining in a stationary position.

2. Consider teachers position in relation to students so as to maximize students' ability to see and hear frequent skill demonstrations.

3. Provide assistance as necessary. Fade from total assistance to independence gradually as appropriate.

4. Space students so that the activity can be performed safely in relation to other students, equipment, walls/windows/clocks.

5. If student seems fearful of activity, use lighter/softer balls and less distance to work on decreasing fear reaction.

6. Set up activity to allow for maximum number of students participating in activity at one time (increase amount of equipment used).

7. Define rules for ball retrieval to ensure that students are not running into the path of balls being thrown by fellow students.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
1. Have students practice body actions without equipment.		K-2	K-6

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
2. Use larger/lighter weight balls/objects for students at lower skill levels to catch i.e., balloons, beach-balls, 8"-12" play-ground balls, wiffle balls, softballs.		K-2	K-12
3. Increase the distance that the ball is thrown from, as well as the arc of the toss, as student develops more skill.		K-6	K-12
4. Toss the ball to student harder and faster as progress is shown.		K-6	K-12
5. Toss the ball, directly to the student function-ing at a lower level, as student progresses, toss the ball at increasing distances away from the student's reach to require the student to reach for the ball and/ or move into position to catch.		K-6	K-12
6. Catching large suspended balls to decrease fear/ increase ability.		K-2	K-4
7. Catch balls tossed by the teacher.		K-6	K-12
8. Bounce and catch.		K-4	K-6
9. Wall toss/rebound catch.		2-6	2-11
10. Air toss and catch.		2-6	2-12
11. Partner students off for practicing catching skills. (Working on catching skills through partici-pation in catching and throwing activities (student partners) is usually not appropriate until the students are		2-6	4-12

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
able to throw accurately to another individual).			
12. Keep Away	5, 7, 11	K-6	2-8
13. Spud	5, 7, 11	K-6	2-8
14. Call Ball	5, 7, 11	K-6	2-8
15. Newcomb	5, 7, 11	K-6	2-8
16. Circle Catch	5, 7, 11	K-6	2-8

FUNDAMENTAL MOTOR SKILLS

Object Control Skills

OBJECTIVE 4.1: OVERHAND THROW

GRADE 4 TEST ITEM 1:

Given a verbal request and a demonstration, the student will throw a softball at least 40 feet, 2 out of 3 times, while demonstrating the following performance standards:

1. Side orientation with the weight on the rear leg to initiate the throw.
2. Near complete extension of the throwing arm to initiate the throw.
3. Weight transfer to the foot opposite the throwing arm.
4. Marked hip and spine rotation during throwing motion.
5. A follow-through well beyond the ball release and in line with the target.
6. Flowing movement (not mechanical or awkward).

GRADE 7 TEST ITEM 1:

Given a verbal request, a demonstration, and a practice trial, the student will maintain a Grade 4 pattern and throw a softball at least 40 feet, 2 out of 3 times and hit a target 6 feet in diameter, placed 1 foot off the ground.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity (i.e., match the equipment to the students' abilities, for example, match size and weight of objects to throw to the student's hand size/strength).

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity (i.e., remove restrictive clothing).

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., throwing at a target).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., ability to grasp object with one hand and ability to move arm).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/gymnasium area, rather than remaining in a stationary position.

2. Consider teachers position in relation to students so as to maximize students' ability to see and hear frequent skill demonstrations.

3. Provide assistance as necessary. Fade from total assistance to independence gradually as appropriate.

4. Space students so that the activity can be performed safely in relation to other students, equipment, walls/windows/clocks.

5. Utilize instructional cues to facilitate teaching (i.e., footprints - for stepping pattern - various targets).

6. Set up activity to allow for maximum number of students participating in activity at one time (decrease time spent on ball retrieval).

7. Define rules for ball retrieval to ensure that students are not running into the path of balls being thrown by fellow students.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
1. Have students practice skill action without equipment.		K-2	K-6

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
2. Use smaller/lighter weight balls/objects for lower skill level students to throw (i.e., beanbags, tennis balls, wiffle balls).		K-6	K-12
3. Use targets appropriate to the ability level of the students. Closer, larger targets are easier to hit and more reinforcing for lower skilled students; increase the distance to the target as students become more skilled.		K-6	K-12
4. Teach weight transfer prior to or at same time as side orientation. (If side orientation is taught prior to student learning to transfer weight, a straight arm over the head throw may result with lower functioning students.)		K-4	K-12
5. Have students reach back and hand them a ball to throw when working towards arm extension.		K-4	K-12
6. If necessary, encourage students to touch their opposite leg while bringing arm across in the follow-through action. (A cue such as a piece of tape on the pantleg may help).		K-4	K-12
7. Overhand throw at targets (pins, suspended hula hoops, paper targets, balloons).		K-6	K-12
8. Partner students off for practicing throwing/ fielding with or without a mitt. (Throwing activities are not usually paired with catching activities until the student is able to throw accurately and can catch the size of ball being thrown.		4-6	6-12

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
9. Dodge Ball using soft balls (i.e., nerf balls).	5, 7, 11, 29	4-6	5-8
10. Cleaning out the backyard (I CAN game - throwing over volleyball net).	29	3-6	4-8
11. Keep Away (using wiffle ball for safety).		4-6	5-8
12. Softball (provide students with understanding of ultimate goal/usage of overhand throwing skill, i.e., softball. This may provide motivation for elementary students).		4-6	5-8

FUNDAMENTAL MOTOR SKILLS

Object Control Skills

OBJECTIVE 7.1: FOREHAND STRIKE

GRADE 4 TEST ITEM 14:

Given a verbal request, a demonstration, a paddle, and a tennis ball, the student will strike the ball 2 out of 3 times, demonstrating the following performance standards:

1. Side orientation to direction of travel (side opposite the striking arm is forward).
2. Hand is behind shoulder prior to strike (preliminary motion).
3. Initiate and maintain weight transfer to the foot opposite the striking arm.
4. Hip and spine rotation during the swing and follow through.
5. Follow through well beyond the point of contact.
6. Flowing movement (not mechanical or jerky).

GRADE 7 TEST ITEM 14:

Given a verbal request, a demonstration, and a tennis ball tossed to a point within 10 feet of the student's original position, from at least 30 feet away, the student will move into position on cue from the ball's flight and strike the ball, while maintaining a Grade 4 pattern, propelling it to a target 20 feet wide, 10 feet high, and at least 30 feet away, 2 out of 3 times.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity (i.e., match the equipment to the students abilities,for example, match size and weight of the paddle to child's weight and size, etc.).

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity (i.e., remove restrictive clothing).

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., four square and paddle ball).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., perform striking action with hand).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Teacher should at all times be in a position to observe and give assistance to students. This may mean moving around the room/gymnasium area, rather than remaining in a stationary position.

2. Consider teachers position in relation to students so as to maximize students' ability to see and hear frequent skill demonstrations.

3. Provide assistance as necessary. Fade from total assistance to independence gradually as appropriate.

4. Space students so that the activity can be performed safely in re ation to other students, equipment, walls/windows/clocks.

5. Utilize instructional cues to facilitate teaching (i.e., footprints - for stepping pattern - various targets).

6. Set up activity to allow for maximum number of students participating in activity at one time (decrease time spent on ball retrieval).

7. Define rules for ball retrieval/striking to ensure that students are not running into the path of balls being hit by fellow students.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
1. Have student practice skill action without equipment.		1-2	2-6
2. Use various size/texture balls for students to strike based on ability level, i.e., low functioning students should use large/light colorful balls.		1-6	2-12
3. Use various size/weight/type of implements small/light to regulation, i.e., for tennis; go from paddle ball racquet to a tennis racquet.		1-6	2-12
4. Forehand strike practice with suspended balls (nerf/wiffle from a ceiling beam).		1-2	2-8
5. Four square ball	11, 13, 14	1-5	2-6
6. Paddle Ball	11, 13, 14	1-5	2-6
7. Two Bag Tee Ball	11, 13, 14	1-5	2-6
8. Net Beach Ball	11, 13, 14	1-5	2-6
9. Pepper Game	11, 13, 14	1-5	2-6
10. Tee Ball	11, 13, 14	1-5	2-6
11. Bat-The-Ball	11, 13, 14	1-5	2-6
12. Hit The Target	11, 13, 14	1-5	2-6
13. Swinging Rope Ball	11, 13, 14	1-5	2-6
14. Tether Ball	11, 13, 14	1-5	2-6

BODY MANAGEMENT SKILLS

Body Awareness

OBJECTIVE 3.1, 3.2: DIRECTIONS IN SPACE

GRADE 4 TEST ITEM 4:

A. Given a verbal request, and a demonstration of one correct response (i.e., backward), the student will correctly move her/his body, or body part, 5 out of 6 times, in response to instructions:

1. Sideways-left
2. Forward
3. Up
4. Sideways-right
5. Backward
6. Down

B. Given a verbal request, a set of spacial reference objects, and a demonstration of one correct response (i.e., beside), the student will appropriately position her/his body, 12 out of 14 times, in response to instructions.

1. In front of
2. Away from
3. Between
4. Behind
5. Toward
6. Beside
7. Near
8. Through
9. Over
10. Inside
11. Outside
12. Around
13. Under
14. Far

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available).
2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.
3. Facility and equipment should be appropriate for the activity.
4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity.

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., Simon Says game).

9. Make sure the majority of the students can perform whatever pre-requisite skill is required (i.e., knowledge of body parts and planes - front, back, sides).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Consider teacher position as related to organization to assure optimum control and feedback.

2. Provide adequate space between groups/students to prevent potential accidents.

3. A scatter formation may be used with students moving within own "personal" space or moving about in many different directions.

4. Circle formations may be used to provide variations in line and flow of movement.

5. Use objects to teach spatial references (i.e., chairs, boxes, desks, tables, bean bags, hula hoops, other students).

6. Provide a skill model, demonstration should match student pattern.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
DIRECTIONS IN SPACE			
1. Individual locomotor tasks using an object.	25	K-4	K-4
2. Individual agility tasks using an object.	22	K-4	K-4

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
3. Dances:			
Seven Jumps	7	3-7	3-7
Virginia Reel	7	4-7	4-7
Lobby Lou	14	K-2	K-2
4. Who Can	8	K-7	K-7
5. Balloon Games	7, 14	K-4	K-4
6. Tumbling Activities	14,22	K-7	K-7
7. Gymnastics	7, 14, 22	K-7	K-7
8. Busy Bee	14	K-2	K-2
9. Follow the Leader	14	K-3	K-3
10. Mirroring Activities		2-4	2-4
11. Set up an obstacle course which requires the students to move up and down through the pattern as well as backward and forward.		2-8	2-8
12. Teacher directed activities:			
"Run forward 10 steps and walk backwards 5 steps".		2-8	2-8
"Put your feet together and jump to one side."		2-8	2-8
"Hop forward 3 times on one foot; then backwards 3 times on the other foot."		2-8	2-8
13. Scooterboard Activities			

BODY MANAGEMENT SKILLS

Body Control

OBJECTIVE 3.1: DYNAMIC BALANCE

GRADE 4 TEST ITEM 15:

Given a verbal request and a demonstration, the student will walk at least 8 feet on a 1 1/2 inch walking beam (set 3 1/2 to 8 inches off the ground), 2 out of 3 times, while demonstrating the following performance standards:

1. Eyes focused on the beam.
2. The heel of the leading foot initiates contact with the toes of the trailing foot on each step.
3. Arm raised and extended from sides.
4. Alternately placing one foot in front of the other.
5. Flowing moving (not mechanical or awkward).

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., inner ear problem).
2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.
3. Facility and equipment should be appropriate for the activity.
4. Students should have basic awareness of body parts and actions, directions and terminology used.
5. Establish appropriate safety rules and procedures for the activities.
6. Provide students with adequate warm-up prior to the activity.
7. Instruct students to wear appropriate attire for the activity (i.e., appropriate footwear).
8. Encourage and identify activities for leisure time that will utilize the skill (i.e., walk on cracks, lines, curbs, etc.).
9. Make sure the majority of the students can perform whatever pre-requisite skill is required (i.e., able to walk a two inch wide line eight feet long).
10. Students should be aware of their personal space in relation to others.
11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Consider teacher position to relating to organization to assure optimum control and feedback.

2. Set up several balance stations to allow for the optimum number of students to participate.

3. Provide adequate space between groups/students to prevent potential accidents.

4. Add obstacles for students to move around, over, or through as skill is increased.

5. Utilize instructional cues to facilitate teaching, i.e., footprints, spacers.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
DYNAMIC BALANCE			
1. Follow the Leader	14	K-3	K-3
2. Tight Rope Walker	19	K-1	K-1
3. Walking the Plank	19	1-2	1-2
4. Walking lines on the floor		K-3	K-5
5. Beam walking		K-8	K-8

BODY MANAGEMENT SKILLS

Posture

OBJECTIVE 2.1, 2.1: LIFTING AND LOWERING

GRADE 7 TEST ITEM 16:

Given a verbal request, and a demonstration, the student will lift and lower (using both hands) a 25 pound object placed on the floor, 2 out of 3 times, while demonstrating the following performance standards:

1. Body positioned close to object throughout the lift/lower.
2. Weight evenly distributed between feet.
3. Simultaneous extension of the knees and hips.
4. Upper body (head, shoulders, back and hips) in parallel alignment with the lower leg during the lift.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., back or skeletal problem).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity (i.e., match the equipment to the students ability, for example, match size and weight to child's size and weight).

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity.

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., lifting packages off the floor).

9. Make sure the majority of the students can perform whatever pre-requisite skill is required (i.e., ability to hold weight in a standing position).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Consider instructors position in relation to students so as to maximize students ability to see and hear frequent skill demonstration.

2. Provide adequate space between groups/students to prevent potential accidents.

3. Provide assistance as needed. Fade from total assistance to independence.

4. Utilize instructional cues to facilitate teaching, i.e., charts, video tapes, loop films.

SUGGESTED ACTIVITIES

Suggested Activities*	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
LIFTING AND LOWERING			
1. Seal Walk	14	K-3	K-3
2. Frog Jump	18	K-4	K-4
3. Mule Kick	14	K-4	K-5
4. Trunk Lifts	22	3-12	3-12
5. Medicine Ball Activities	22	4-12	4-12
6. Bar Bell Weights		7-12	7-12
7. Sand Bag Lifts		4-7	4-7
8. Weight Machines		7-12	7-12
9. Plastic containers with Sand for Lifting		4-7	4-7

*It is important to increase shoulder, upper and lower back, and leg strength before attempting to teach the lifting and lowering of weight.

PHYSICAL FITNESS

Endurance

OBJECTIVE 1.2: CARDIO-RESPIRATORY ENDURANCE

GRADE 4, 7, AND 10 TEST ITEM 10:

Given a verbal request and an explanation of the task, the student will run the appropriate course at the criterion level specified below:

GRADE	DISTANCE	TIME
4	1 mile (1760 yds)	8 min. 30 sec.
7	1 1/4 miles (2200 yds)	10 min. 15 sec.
10	1 1/2 miles (2640 yds)	12 min. 0 sec.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., cardiac or respiratory problem).

2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.

3. Facility and equipment should be appropriate for the activity.

4. Students should have basic awareness of body parts and actions, directions and terminology used.

5. Establish appropriate safety rules and procedures for the activities.

6. Provide students with adequate warm-up prior to the activity.

7. Instruct students to wear appropriate attire for the activity (i.e., make sure students have appropriate footwear and that their clothes are not restrictive).

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., run for time and distance).

9. Make sure the majority of the students can perform whatever pre-requisite skill is required (i.e., make sure the student has the pre-requisite mature running pattern to perform this task).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Consider instructors position in relation to students so as to maximize students ability to see and hear frequent skill demonstration.

2. Space student so that they can safely run on the designated course.

3. Establish standardized boundaries for a course.

4. Incorporate running into the warm-up period of each class.

5. Within the limitations of your facility try and make the course as long as possible with gradual turns.

6. Establish both an indoor and outdoor course so that endurance can be worked on regardless of weather.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
CARDIO-RESPIRATORY ENDURANCE			
1. Any activity that maintains the heart rate at 150 beats per minute for several minutes will contribute to cardio-respiratory endurance.		4-12	4-12
2. Aerobic Dance/Exercise activities.	2	4-12	4-12
3. Jump rope activities.	20	K-12	K-12
4. Work on increasing distance progressively. Start with a distance the student can attain and then gradually increase that distance until the criterion distance is achieved.		4-12	4-12
5. Use wall charts to plot student progress and total distance covered. Give recognition to students who reach certain established distances.		4-12	4-12

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
6. Vary the locomotor pattern used (hopping, skipping, etc.) occasionally for a change of pace.	11	4-12	4-12
7. Match students in pairs by ability and have them run the course together. This will increase motivation and maximize success.		4-12	4-12
8. Explain the concept of pacing and provide, if necessary, an auditory signal to help students pace themselves. Run with students to provide a model.		4-12	4-12
9. Teach the students how to monitor their heart rates and encourage them to maintain a heart rate of 150 while working on endurance.	2	4-12	4-12
10. Stress that each student should be concerned with improving his/her own personal time and/or distance and not how other students are performing.		4-12	4-12

PHYSICAL FITNESS

Flexibility

OBJECTIVE 3.1: HIP AND TRUNK FLEXIBILITY

GRADE 4, 7 and 10 TEST ITEM 7:

Given a verbal request, a demonstration, correct positioning (sitting on the floor, legs straight and the feet together in full contact with the wall), and a practice trial, the student will maintain a flexed position for at least 5 seconds while demonstrating the following performance standards:

1. Legs straight (knees do not bend).
2. At least one finger tip of each hand maintaining contact with the wall.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., back problems)
2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.
3. Facility and equipment should be appropriate for the activity.
4. Students should have basic awareness of body parts and actions, directions and terminology used.
5. Establish appropriate safety rules and procedures for the activities.
6. Provide students with adequate warm-up prior to the activity.
7. Instruct students to wear appropriate attire for the activity (i.e., non-restrictive clothing).
8. Encourage and identify activities for leisure time that will utilize the skill (i.e., sitting down position; reaching for toes while watching television).
9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., ability to sit independently).
10. Students should be aware of their personal space in relation to others.
11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Consider instructors position in relation to students so as to maximize students ability to see and hear frequent skill demonstrations.

2. Space students so that the activity can be performed safely in relation to other students, equipment and walls.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
HIP AND TRUNK FLEXIBILITY			
1. Have students do regular exercises that include bending forward at the waist such as: hurdler stretches toe touchers, side stretches, crossed leg stretches, etc.,	3, 11, 30	4-12	4-12
2. Team sports that provide movements to work on hip and trunk flexibility such as: softball/baseball fielding, volleyball digs, soccer play, etc.	3, 21, 30	5-12	5-12
3. Individual sports include: running and field events, gymnastics, individual and dual stunts, racket sports.	3, 21, 30	4-12	4-12
4. Group games and relays that provide movements in this area include: cat and mouse game, run and tag, forming letters or shapes using their body, bend-twist-stretch to music, etc.	11, 13	K-4	K-4

PHYSICAL FITNESS

Muscular Strength

OBJECTIVE 1.1: ABDOMINAL STRENGTH

GRADE 4, 7, AND 10 TEST ITEM 9:

Given a verbal request, and a demonstration with correct position (knees bent at 90°, feet held flat on the floor), the student will perform sit-ups at the criterion level appropriate for the grade in the following manner:

1. Arms folded across chest.
2. Initiates sit-up by tucking chin and lifting trunk.
3. Completes sit-up by having the mid to upper back perpendicular to floor.
4. Lowers upper body in a controlled return of the shoulder blades to the mat.

CRITERION LEVEL

GRADE	NUMBER OF SIT-UPS	MINUTES
4	30	1
7	50	2
10	70	2

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., back problems).
2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.
3. Facility and equipment should be appropriate for the activity.
4. Students should have basic awareness of body parts and actions, directions and terminology used.
5. Establish appropriate safety rules and procedures for the activities.
6. Provide students with adequate warm-up prior to the activity.
7. Instruct students to wear appropriate attire for the activity (i.e., non-restrictive clothing).

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., encourage students to do situps daily).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., ability to do at least one situp).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather considerations.

ORGANIZATIONAL STRATEGIES

1. Consider instructors position in relation to students so as to maximize students ability to see and hear frequent skill demonstration.

2. Space students so that the sit-up can be performed safely in relation to other students, equipment and walls.

SUGGESTED ACTIVITIES

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
ABDOMINAL STRENGTH			
1. Have students do situps regularly as part of their overall program.		4-12	4-12
2. Use a variety of exercises that work on improving abdominal strength such as: bending at waist, trunk twister, toe touchers, side twists, back arch, V-sit, back extensions, and abdominal curls.	1, 3, 11, 13, 21	4-12	4-12
3. Students who have access to weight machine can work on appropriate stations to increase abdominal strength.	28	7-12	7-12
4. Relays that include exercises to work on abdominal strength.	5, 11	4-8	4-8

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
5. Individual activities that build abdominal strength such as: gymnastics, stunts, aerobic dance, etc.	13	4-12	4-12
6. Chart student progress on situps and curlups to encourage improvement in this area.		4-12	4-12
7. Leg extensions are an activity that promotes abdominal strength.	28	K-12	K-12
8. Mad Cat exercise/activity.	11	K-6	K-6
9. Use wall charts to plot student progress and reward students for IMPROVEMENT, not necessarily total number they are able to do. Stress that each student should be concerned about improving his/her own performance and not worry about how other students are doing.		4-12	4-12

PHYSICAL FITNESS

Muscular Strength

OBJECTIVE 3.1: SHOULDER STRENGTH AND ENDURANCE

GRADE 4, 7, AND 10 TEST ITEM 8:

Given a verbal request and a demonstration, the student will demonstrate the ability to perform a static push-up at the criterion level appropriate for the grade in the following manner:

1. Assume a prone position parallel to the floor, hands directly under the shoulders, fingers pointed forward and toes tucked with feet together.
2. Body lowered until elbows are flexed to 90° (+ or - 5°) and the position maintained.

GRADE	CRITERION LEVEL
4	15 seconds
7	30 seconds
10	45 seconds

Note: To attain this objective students must demonstrate the performance standards and exceed the criterion level.

OVERALL CONSIDERATIONS

1. Be aware of any health limitations or considerations of students (review all medical information available) - (i.e., back and skeletal problems).
2. Vary organizational/instructional activities to meet the needs of all students and maintain student interest.
3. Facility and equipment should be appropriate for the activity.
4. Students should have basic awareness of body parts and actions, directions and terminology used.
5. Establish appropriate safety rules and procedures for the activities.
6. Provide students with adequate warm-up prior to the activity.
7. Instruct students to wear appropriate attire for the activity (i.e., non-restrictive clothing).

8. Encourage and identify activities for leisure time that will utilize the skill (i.e., encourage students to do push-ups daily).

9. Make sure the majority of the students can perform whatever prerequisite skill is required (i.e., ability to obtain a static push-up).

10. Students should be aware of their personal space in relation to others.

11. Allow students time to practice multiple repetitions of the skill being taught.

12. Explanation and instruction should be as concise, simple and effective as possible.

13. Be concerned and considerate of temperature and weather consideration.

ORGANIZATIONAL STRATEGIES

1. Consider instructors position in relation to students so as to maximize students ability to see and hear frequent skill demonstration.

2. Space students so that the push-up can be performed safely in relation to other students, equipment and walls.

SUGGESTED ACTIVITY

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
1. Have students do pushups regularly as part of their overall program.		4-12	4-12
2. Work on a variety of exercises that contribute to shoulder strength and endurance such as military press, rowing exercises, front/reverse curls, etc.	3, 30	7-12	7-12
3. Students who have access to weight machine can work on appropriate stations.	28	7-12	7-12
4. Rope climbing, chinups, pullups, flexed arm hang, and gymnastics, all help to build shoulder strength and endurance.	1, 3	4-12	4-12

Suggested Activities	Reference	Appropriate for Gen. Ed. Grade	Appropriate for Sp. Ed. Grade
5. Field events such as javelin throw, discus throw, shot put, etc.		7-12	7-12
6. Relays that include exercises for the upper body help to build shoulder strength and endurance.	5, 11	4-8	4-8
7. Arm support activities also work on shoulder strength and endurance. These include: animal walks, seal crawl, crab walk, and wheelbarrow.	5, 11, 13	K-4	K-4
8. Free-arm activities enhance the improvement of shoulder strength and endurance. These include: parachute activities and games, partner exercises, arm circling and aerobic dance.	2, 5, 11	K-12	K-12
9. Use wall charts to plot student progress and reward students for IMPROVEMENT, not necessarily the number they are able to do. Stress that each student should be concerned about improving his/her own performance and not worry about how other students are doing.		4-12	4-12

GLOSSARY OF TERMS

Words defined as used in this document:

- Extension: arms reach a full stretch position.

- Flexed position: bending of a body part or parts (i.e., in Hip and Trunk Flexibility the student should bend at the waist).

- Horizontal jump: broad jump.

- Mid-line: center of body (i.e., in running arms should not cross the center of the body.

- Mirroring: the attempt to pattern or to do exactly as another person does - usually a partner or the teacher; can be done facing each other or standing side by side.

- Pacing: a constant rate of speed at which one moves.

- Personal Space: immediate space around the individual needed to complete the activity.

- Non-supporting: no weight on a particular limb.

- Static push-up: push-up done by holding a fixed position; not actually going up and down.

- Vertical jump: a jump for height.

- Warm-up: loosening up muscles through progressive exercise before beginning an activity.

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